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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this fourth section (4.4) of module 4 (Planning) consists of a series of suggested readings and activities to aid the administrator and staff in developing a supportive environment in their community for career education. (The other three sections of module 4 deal with planning for curriculum infusion, resource allocation, and scheduling. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.4 contains readings which deal with the following topics: Communicating the career education concept, advisory committee on career education, involving the community and its resources, and goals and strategies. Five activities deal with school community relations. A brief community relations bibliography is included. (TA)

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CAREER EDUCATION
ADMINISTRATORS AND COUNSELORS
IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE IV--PLANNING
(4.4) PLANS FOR COMMUNITY INVOLVEMENT

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College of Education, University of Hawaii
Office of Instructional Services, Department of Education
State of Hawaii

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FINAL REPORT

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Hawaii Career Development Continuum, K-14

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

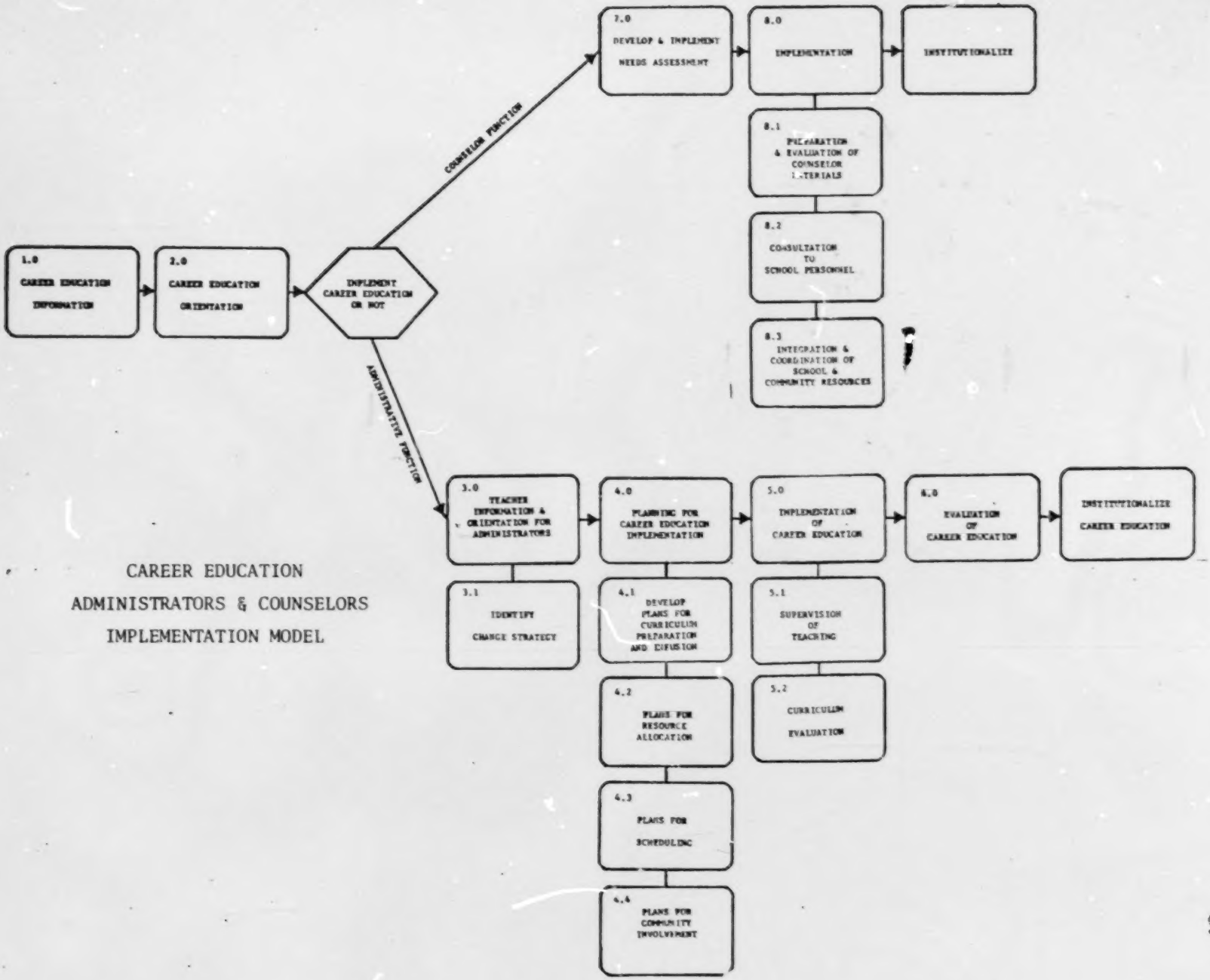
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION

ADMINISTRATORS & COUNSELORS

IMPLEMENTATION MODEL

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PLANNING MODULE

Plans for Community Involvement

The Community Relations Module for career education consists of a series of suggested readings and activities to aid the administrator and staff in developing a supportive environment in their community for career education. Some of the suggestions are for the administrator alone, others can be administered for the benefit of the educational staff. The lessons are suggestions and the administrator should feel free to modify these suggestions according to the career education needs of their school.

The schools do not operate independently of influences from the community. Likewise, the community is affected by what occurs in the schools. Career education will not function adequately if it is restricted to the school environment. Therefore, it should be presented to the community as an educational reform movement having benefits for the community and its citizens as well as for the students. The commitment of the community to the educational and social value of career education must be identified as well as the knowledge of their specified role in career education. Resources need to be identified as well as the problems and dilemmas of the community. Career education goals of the school need to be settled before planning a presentation of the action plans to the community. For career education to be a success, the community cannot just be used by the schools.

The school will also need to establish a commitment to the community, to keep in touch with their needs, perhaps increased exploration or preparation from the schools before allowing students to be placed or further preparation. Direction, coordination, and evaluation need to be constant and consistent.

At the completion of this module the reader should:

1. Recognize the career education partnership which exists between the schools and the community.

2. Be able to identify career education resources within the school and its educational team and the community;

3. Be able to set career education goals as well as plan a presentation of the action plan to the community.

Lesson 1

Content

Nothing is more fundamental to the improvement and furtherance of career education implementation than widespread understanding and knowledge about the curriculum, personnel, activities, and the students who attend the schools. A communication plan, well thought out and executed, which has as its primary goal supplying the information on which the citizens can base decisions is the foundation of the community relations module of career education.

The Annual Survey of the Public Schools conducted by Gallup International in 1974 drew the following conclusions:

* While the American people seem reasonably well-informed about school activities, they are ill-informed about education itself.

* Since they have little or no basis for judging the quality of education in their local schools, pressures are obviously absent for improving the quality.

* The public would like more information about modern education, the new methods being tried, and the new ideas concerning the kind of education needed.

Each of the conclusions emphasize the need for a strong and vital community relations program.

Since the school is a publicly supported institution in a democratic society, the development of sound and constructive relationships between the school and the community is a necessary and natural function. Because of its public character and legal framework, schools are supported by the role of public opinion in the shaping of educational policies and practices. These form the basis of the decision-making process in the management of public schools, and they exercise influence on the nature and direction of change, i.e., career education. Therefore, sound and constructive relationships must be developed and maintained with the community by those who are responsible for public education if the school is to meet its obligations to the cause of continuance, and preservation of democracy.

Career education cannot operate in a vacuum. Without community support and exchange of resources, the reform movement could not be implemented or operate comprehensively. We have arranged the readings so that the administrator can center in on his role of career education community relations. Scott M. Cutlip, Professor of Journalism, University of Wisconsin at Madison, has written in "Career Education: Communicating the Concept," that one of the reasons for the rising criticisms and declining support of public education is the wide gulf between schools and their communities. His article deals with the need and philosophy behind community relations in career education.

Specifically the school principal needs to utilize the resources from the community in the form of its peoples as a sounding board for career education progress in the school and in the community. These groups are better known as advisory committees and "Advisory Committee on Career Education" describes the selection of the group and its many functions.

When working with any group external to the school environment, i.e., organizing for community support, it is necessary for the principal to develop a base of community involvement and working relationships between the administrative structure of the local education agencies connected to career education and the community. Samuel Burt's article, "Career Education: Involving the Community and Its Resources," reviews most of the ideas presented in the first two articles. However, he goes one step further and includes a section on the community education workshop. The workshop is to provide a forum for representatives of business, industry, government, community leaders, and educators,

among other things. This is a good example of how school administrators and teachers can learn what and how to ask from employers in terms of community exchange with the schools.

After completing the readings one should have a good sense of the pieces which comprise career education community relations. If the school administrator feels comfortable with this term, we have included five activities which are interrelated to help the school principal and his staff determine the power maps of their school community in order to plan a career education community relations program for their school.

READINGS

CAREER EDUCATION: COMMUNICATING THE CONCEPT

Scott M. Cutlip
Professor of Journalism
University of Wisconsin - Madison
1973

The following are exerpts taken from a more extensive article.

Introduction

Career education is a bold and exciting concept that holds promise for great improvement in the nation's education. Whether this new concept succeeds or fails will depend, in the final count, on whether it generates sufficient public understanding and support by the communities it is intended to serve. The progress of schools in serving the young depends upon the support of the community.

One of the reasons for the rising criticism and declining support for public education is the wide gulf between schools and their communities. Too often the school is not part of the community; its professional administrators and staff are self-centered in their certitude as to what is best for other parents' children. Successful education must redefine the process of school governance to include the parents, who are as concerned and who can be as helpful as the teachers and administrators, in shaping sound educational patterns. The gulf between educators, parents, and taxpayer can only be bridged by a planned two-way communications program. This is the essence of school-community relations.

The failure of many educational administrators to take the public into partnership is born in their instruction in the art and techniques of administration. The tendency to view the human organization as a "closed system" has led to an overconcentration on principles of internal organizational functioning, with consequent failure to develop and understand the processes of feedback essential to survival.

The closed system approach in administration is being displaced by the more realistic "open system" approach. The latter suggests that even though organizations have properties of their own, they share other properties in common with all open systems. This includes importing energy from the environment, etc. There are no walls which surround a school system. In fact, the community opinion may flow as freely into the schools as pupil, teacher, and administrator opinions flow back into the community. The external opinions of the community must be faced, understood, and dealth with inside the school system. There is no escape from this reality.

A planned, constructive, and continuous program school-community relations is consistent with the open systems theory of administration. The most important task of the community relations staff is to constantly monitor the

community's public opinion environment and to interpret their findings to the administrators and teachers in the school system. Only by encouraging a free flow of idea and opinion input from the community can the institutions become responsive to changing community needs and values. Career education represents an effort to be responsive.

The nature of a public school system is such that maximum results depend upon gaining more understanding and support from more individuals and groups than for any other major institution in our society. Today more information must be communicated to more persons over longer lines of communication to get tasks coordinated and accomplished.

Need for an Organized School-Community Relations Program

Paving the way for change is a basic task for public relations. Success of the career education program depends upon the creation of an educator-parent partnership. Essential aspects of a constructive community relations program are:

1. Commitment to public partnership on the part of administrators and teachers;

2. Competence in the school-community relations staff;

3. Centralization of community relations policy making;

4. Free-flowing communication from and to publics, up, down, across; and

5. Coordination of all efforts to insure accomplishment of predetermined goals.

The community relations program and its functions will be as large and useful or as inconsequential and ineffective as the administrators wish it to be.

Staffing Requirements

The school-community relations program must be tailored to meet the requirements of the particular community and where it must be implemented on a day-in day-out basis. The following organizational structure is suggested as a guide to those developing community relations programs for career education.

A Department of Communications and Community Relations

1. The department will provide a system of fast, flexible internal communications to keep all personnel informed and to keep rumor and misinformation to the minimum;

2. The department will develop a community monitoring mechanism, including personal contacts, advisory committees, opinion surveys, and analysis of news media content, to keep administrators and staff fully informed of community views, values, and needs as these relate to public schools;

3. The department will carry out a systematic program of public communication, utilizing media, organizations and groups, to generate interest in and support for career education;

4. The department will provide consultant and planning services to the administrators, teachers, and school board; and

5. The department will coordinate planning and development of information and community relations operations in the subareas of the community-wide system.

Delineation of responsibilities and mutual understanding of operations will be imperative at all levels. This delineation must be reflected in written policy.

Community Relations and Special Events

Many community groups are greatly interested in the schools. Career education offers a new opportunity to make use of this latent support and resource.

Steps in Developing a Community Relations Program

A community relations program adequate to the needs of career education embraces four steps. Community relations should never be seen as mere publicity getting, which is a vitiating weakness of many educational public relations programs. Public relations is comprised of publicity, research planning, and evaluation.

Fact Finding and Feedback

The only base upon which a successful community relations program can be built is one constructed on systematic research. Fact finding requires building a substantial library of information on career education and on school curricula in general. Compilation of a basic reference loose-leaf manual for those involved in the career education program should have a high priority.

Feedback involves a periodic sampling of community opinions about the schools. Such a survey is needed immediately (1) to plan a constructive, comprehensive public information program for the coming year, and (2) to establish a benchline against which the community relations program can be measured in succeeding years.

Monitoring the community opinion environment is a heavy responsibility. Feedback from the community is an essential ingredient in keeping career education adjusted to its community. The reliance here must be more on informal channels of feedback than on the periodic community surveys suggested above. Here are several informal feedback techniques:

Personal Contacts. All administrators must make it a point to move freely about in sectors of the community listening to ideas and criticisms about career education. He should consult regularly with

local news media, gatekeepers, business and labor leaders, etc. Ability to develop varied contacts and to listen sensitively are hallmarks of the competent public relations practitioner.

Advisory Committees. Advisory committees create the opportunity for participation. Advisory committees representing public groups, occasionally serve as heat shields to absorb public criticisms. Once interested, these influential persons are likely to return to their own group and carry the ball for career education.

Conferences and Open Meetings. One of the most effective devices for two-way communications is the conference called to consider a particular subject. Such meetings provide the administrators, and teachers, with healthy baths in community opinions through give and take discussions.

Media Report. Monitoring of news media, and using newspaper clippings and radio-TV monitoring services are important. These do not measure nor necessarily reflect community opinion but quite often they raise warning signals of storms gathering on the horizon.

Information Ombudsman. A well planned source of authentic information is needed, as well as a place where a citizen or parent seeking information about career education may go.

Planning and Programming. The school system will not have sufficient money and manpower to do all that could and should be done in developing the necessary public understanding of career education. Therefore, it is imperative that every effort and every expenditure be made to count toward predetermined objectives. It puts the emphasis on positive community relations programs and lessens the effort required to put out fires of protest. Planning is based on the intelligence collected in the fact finding and feedback step, which served to define problems, delineate publics and determine their views and values.

Communication and Action. A positive continuous program of communication is necessary to fully inform all interested publics which must support career education as it moves from planning to implementation to action to results. This information output must be targeted to specific groups and be stated in specific terms to accomplish results. Gaining acceptance of innovative ideas, such as career education, is more than simply beaming information on an audience through a mass medium. Acceptance of a new idea goes through five stages over a period of time varying from five to fifteen years. The communications step requires influencing opinion among both sizeable and distinct groups. The news media have their greatest impact in creating awareness, but become less influential as the adoption process proceeds. Ultimately trusted peer groups become the strongest force, closely followed by the technical experts.

There are three fundamental facts the communicator must keep in mind:

1. The audience for this communication consists of people who exist in the framework of social institutions. Consequently, each is subject to many influences.

2. People tend to read, watch, or listen to communications which present points with which they are sympathetic or in which they have a deep personal stake.

3. The response we want from our intended audience must be REWARDING TO HIM or he is not likely to respond.

Evaluation

Evaluation in short, is the common sense of learning from experience. Cunningham (1968) has suggested the following as questions when evaluating public relations programs:

1. Was the program planned adequately?

2. Did those concerned understand the job you wanted done?

3. Did all affected departments and executives cooperate?

4. How could you have made the results more effective?

5. Did you reach all pertinent audiences?

6. Did you receive desired publicity before, during, and after the completion of the program?

7. Could you have made better provisions for unforseen circumstances.

8. Did the program stay within the budget. If not, why?

9. What provisions did you make in advance for measuring results? Were they adequate?

10. What steps were taken to improve future programs of the same type on the basis of this measurement.

The Key Publics

The Internal Public. The administrators and teachers responsible for revising the school curriculum K through 12 to meet the goals of career education are the prime public. Unless they believe in the worth of career education and strive to achieve its goals, the program will not succeed.

The primary responsibility for internal leadership and generation of internal enthusiasm for career education rests with those inccharge of staff development. All those involved in career education need to serve as interpreters and salesmen for the program. An intensive training program in communications and in community relations is suggested.

The Influential Publics. One of the fundamental elements of the community power structure is the network of influences existing among individuals and organizations involved in the community's decision-making process. Determination of and establishment of communication with the educational power structure in the school community is a matter of highest priority. Form and Miller (1960) offer the following list of components of community power:

1. The institutional power structure of the society, which refers to the relative distribution of power among societal institutions.

2. The institutionalized power structures of the community, which refer to the relative distribution of power among local institutions.

3. The community power complex, a power arrangement among temporary or permanent organizations, special interest associations, etc.

4. The top influentials, which refer to the persons reputed to be of most influence and power in community decision making.

5. The key influentials, who are acknowledged leaders among the top influentials.

While the public relations person may not always be able to identify each of these components, he or she should at least have some general understanding of how they function in the decision-making process.

Once the key publics in the community have been determined and their leaders identified, the community relations staff should schedule a series of background briefings to explain the objectives of career education and the ways in which the school system will move to achieve them.

News Media. The news media serving each school must be fully utilized to keep the public adequately informed at each step of the program's evolvement. A steady factual information program that will keep the public informed must be carried to the news media and by them to the public. The emphasis in this program should be on new developments with each news story used to interpret the aims of career education to those citizens interested in schools and education problems.

A Final Note

This paper in essence calls for district-wide communications programs that will provide more adequate, more rapid internal communications and that will provide the affected public with more accurate information on their district's schools in general and on career education in particular.

ADVISORY COMMITTEE ON CAREER EDUCATION

There are basic public relations or school-community relation principles which school administrators can use in their career education community relations program. The principal could develop a system or schedule for communicating face-to-face on a regular basis with parents, teachers, other staff members, community residents, and students. An advisory committee on career education should be organized that include the people mentioned above. This group will be the intermediary between the principal and the many publics.

It is recommended that the advisory committee be organized as a standing committee rather than as an ad hoc, so that it can have a continuing function in the growth of career education. The advisory committee should provide the necessary perspective on what is currently being done and what could be done. They should be an integral part of the school's foundation for program planning.

The following are suggestions for the school principal for the development of the Advisory Committee on Career Education:

1. Nominate members who include staff personnel from guidance and counseling, curriculum coordinators, special education, classroom teachers, students, and business and industry leaders;

2. Select members capable of making meaningful contributions;

3. Specify the time duration of members;

4. Describe the advisory committee's functions and limits;

5. Describe the authority limits of the advisory committee.

The importance of the selection of the Advisory Committee members cannot be over stressed because this is the group of people who will identify and help prioritize goals. The general functions of the Advisory Committee include, but are not limited to, support for proposed legislation, assistance in compilation of a directory of community resources, securing donation of supplies and equipment to the school, making recommendations for the improvement of career education, assist in development of standards for evaluation in respective areas of responsibility, public relations, and articulation with the many school and community organizations. More importantly, the Advisory Committee needs to identify the perceived career education needs of the school and the community. They must have the skills to translate these needs in writing of specific career education goals for the school. They must be able to work with various school and community organizations for feedback in the form of suggestions, deletions, and additions to their goal statements. With these goal statements, the advisory committee is ready to identify expected student outcomes. For Hawaii's youth these expected student outcomes can be found in the Hawaii Career Development Continuum as sub-goals of the Continuum. In addition to identifying the outcomes desired, the committee should be aware of all the possible constraints. These include resources, facilities, materials, state policies, regulations, etc.

The Advisory Committee on Career Education is also responsible to keep the principal informed of the committee's progress. This can be accomplished informally, perhaps through feedback from a selected staff representative.

Organization

The minimum committee members necessary to the operation of the Advisory Committee are a chairman and secretary. Maximum number of members should be from 12 to 15 members. The appointment should be for a specified term--usually one year. However, staggered terms of 1 to 3 years could be used.

The chairperson should be a lay person, elected from the committee membership. This person should be sensitive to the views of others, and have a capacity for critical listening and intelligent criticism. Good judgment, fairness, and reasonableness, are other characteristics. The duties of the chairperson should be decided upon before the selection of the individual.

It may also be advisable to have a school representative serve as an unofficial member of the committee who may perform the duties such as serving as secretary of the committee if so selected, assist the chairman in preprara-tion of the meeting agenda, provide descriptions and statistical school data, and serve as liaison between the advisory committee and the school.

The Advisory Committee on Career Education is an informal organization. Its primary purpose is to act as a sounding board for career education which is initiated by the school and the school principal. By utilizing the resources of the community through its people, the administration should be able to get a good feeling for the needs and concerns of the community or at least some indication of receptivity for an idea regarding career education in the schools. The Advisory Committee can act as a positive factor in the character of the school. The principal who is aware of the need and makes an honest effort to have input from the public will be well on the way towards developing community relations for career education.

Teaching Tip

There are numerous means by which to develop school-community relations. We have listed several which we consider to be indicators of an on-going career education community relations program.

#1 Newsletter or Newssheet

If enough funds or resources permit, a newsletter or newssheet should be issued periodically to parents and faculty members with provisions for feedback from the recipients. Perhaps both techniques could be utilized to develop the concept of career education. Several parents and/or teachers should be given the responsibility to gather career education news in the school and in the community for dissemination through the school newsletter.

#2 Teachers and Counselors

Most educators are aware of the influence that teachers and counselors have on school-community relations. Career education recognizes the importance of th teachers and counselors becoming actively involved in career education, and a short note or praise or of advising parents of career education in the curriculum can greatly enhance the image of the school and its personnel as well as help to build support for career education from the community.

#3 Internal and External Publications

When communicating through school publications, news can be produced inexpensively if the school has the capability and knowledge. In 1972, Bagin, Grazian, and Harrison listed publications which a school could use in effectively publicizing career education in the schools:

Internal Publications

1. Employee manual
2. New employee bulletin
3. Handbook for substitutes
4. Telephone communications bulletin--to assist secretaries and other employees in dealing with the public on the phone.
5. Student handbook
6. Parent-teacher conference handbook
7. Resource center brochure--to let faculty and staff know what materials are available for their assistance.
8. Field trip booklet

9. Advisory committee briefs--to inform faculty and staff of feedback from advisory committee

10. Pay envelope stuffer

11. Curriculum idea exchange bulletin--to familiarize teachers and staff of successful career education practices used by other district teachers

12. Article reprints

External Publications

1. Bulletin--send to opinion leaders and key communicators

2. Welcome leaflet--to welcome new residents into the school and inform them of career education in the school

3. Report card stuffer

4. Parent handbook

5. Guidance handbook

6. Work study report--to familiarize perspective employers with the career oriented programs in the school

These are some examples of the ways in which school-community relations can be developed or improved. By keeping the community informed of the progress of career education in the schools, the school administration will have begun on a positive step.

CAREER EDUCATION: INVOLVING THE COMMUNITY AND ITS RESOURCES*

By Samuel Burt

Samuel Burt in his article "Career Education: Involving the Community and its Resources," focuses on organizing for community support. His paper develops with a list of five (5) factors which he feels are the base of community involvement and working relationships between the administrative structure of the local education agencies committed to career education and the community. These are:

1. Director of school-community relations.
2. General advisory committee for career education who works with the director.
3. District coordinator for school-community relations.
4. District general advisory committee.
5. Organize activities: a) promoting educational partnership between school and a particular organization or company; b) community-education resource workshops; and c) training seminars for volunteer community people.

He feels that if the K-12 school based career education concept and philosophy is to revolutionize public education--as it has full promise and potential--it must be rooted in the schools of our nation while its practicum is fed, enriched, enhanced, and expanded by and into the communities served by the schools. Career education calls for more than expanding supervised excursions into the community, carefully designed study units and resource materials in the calssrooms, well conceived and interesting projects in the school laboratories and shops, work-study and cooperative education. Career education means all this, but it also means involvement of community institutions, organizations, and people in the school--and involvement of school administrators, teachers, and students in the community--in order to assure relevancy and reality of the school programs and activities to the world and life outside the school.

Burt says it has taken a long time for the concept of career education to jell and surface; it is the most exciting and promising concept for the total redirection in which our public education system must engage to meet the challenges of our times; it must not be allowed to fail or flounder simply because we do not undertake those difficult but necessary activities for involving the community and its resources in our schools.

We are presenting just one of his proposed activities for developing the career education community relations module. It is the community resource workshop. We feel that this is especially pertinent here in Hawaii since the islands are so close knit and because the history of the working

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*ERIC, 1973.

community has played such a large role in the development of educational opportunities in our State. We have taken Samuel Burt's basic idea and modified it to fit the local climate.

Community Resource Workshop

The purpose of a community resource workshop in career education is to (1) provide a forum for representatives of business, industry, government and community leaders to discuss mutual interests with educators and to establish the benefit of career education to all groups and organizations as well as to the individual and society; (2) serve as a clearinghouse to representatives of education, business and other groups for the development of career education in the schools; and (3) promote and encourage communication and cooperation between all segments of community life and schools in order to assist the continuing development and improvement of educational programs through career education.

It is such workshops that school administrators and teachers learn what and how to ask from employers in the way of volunteer cooperation or community exchange with the schools. At the same time, industry learns how and in what ways it can best participate in school programs and problems to the benefit of students, teachers, and school administrators and counselors. The workshop participants visit industries and business, government and other community resources available to the schools and how to best utilize these resources. They study field trip procedures and the different educators, according to their role and specific specialty, produce teaching units, research papers, film strips and catalogs of community resources, including people in the community with special skills, hobbies, and interests willing to work as volunteers. The school principal should participate in such a workshop to give insight to community members of possible scheduling problems which could arise unless proposed career education curriculum activities are coordinated between the school schedule and the community's schedule.

Among the community facilities which may be discovered as willing to cooperate in some way with the schools in career education are:

1. Museums.
2. Public libraries.
3. Business, industry, union, government agencies, and hospitals conducting inservice educational and training programs which would provide space and even training programs for public school students.
4. Universities.
5. Employing professional people such as lawyers, doctors, dentists, and accountants.
6. Shopping centers.
7. Airports.

8. Churches.

9. Trade and professional associations.

This list is an indication of the vast array of potential cooperating organizations which could be persuaded to provide personnel, facilities, resource materials, transportation and even money in order to improve, expand and enrich public school programs.

Specifically, the workshop participants would obtain from the companies and other organizations they visit, the following types of information:

1. Name of speakers available to describe business, industry, and government organizational operations;

2. Names of speakers available to describe occupations to youth groups;

3. Names of executives and professional personnel who could serve as classroom, shop and laboratory lecture resources;

4. Names of executives willing to serve on advisory committees to the schools;

5. Persons available to counsel with and tutor individual students; to sponsor part-time employment, work study and cooperative education;

6. Sources for display material, models and mockups (on loan or gift);

7. Available surplus equipment and scrap materials for school shops and labs;

8. Available company and government agency technical libraries for use by teachers and students;

9. Plan, store, and business office guided tour possibilities;

10. Organizations which will provide summer employment for teachers and counselors;

11. Organizations willing to conduct world-of-work workshops for teachers and counselors;

12. Available instructional movies and filmstrips;

13. Available job descriptions for all kinds of jobs performed in the area;

14. Available scolarships and awards for outstanding and/or needy students; and

15. Available equipment and material for school shop and classroom use on either a donated or loan basis.

The important role of the community resource workshops in career education is, that in addition to involving the educators in discovering and publishing a catalog of community resources, personnel and facilities available to the public schools they will also come face to face with employers and government agency people and will develop firsthand knowledge of how much these people do want to constructively help and participate in improving public education. In this process of expanding their knowledge and understanding of each other, the educators and community representatives should be able to actually arrange for specific career education relationships--beyond identification and listening of possibilities--which are needed to make the career education system of the public schools the reality it can be.

GOALS AND STRATEGIES

In planning school-community relations for career education, the school administration and the advisory committees need to determine the goals sought and then select the strategies by which to implement them.

The development of the conventional planning approach involves basic systems planning beginning with (1) a set of potential program goals which may serve as the reationale for the school's basic policy statement; (2) the collection and analysis of related data which will be used to indicate channels of communication with the parents and other necessary publics, e.g., analysis of power structure, measurements of prevailing opinions and attitudes; (3) an analysis of the community in relation to the potential goals which may lead to a modification of these goals. For example, if apathy and ignorance are characteristics of the community, then the school will need to address itself to this problem before a working career education partnership can be established; (4) a finalization of the long- and short-range goals; (5) the final step in the conventional approach is to select the strategies needed for achieving the defined and accepted goals.

The strategies and the means available are influenced by the community, availability of funds, and facilities, and the competence of personnel. All of these play a vital role in the selection of the strategies to be employed.

The finalized career education goals must be transmitted to the teaching staff in a manner that will assure not only the acknowledgment but the internalyzed acceptance of these as worthwhile and supportable. Developing goals by the use of techniques such as convincing teachers that they have ownership in them is a technique which has been discussed previously.

Proper timing must be taken into consideration to achieve the district ends. Reaching the peak too early or too late reduces the effectiveness of the campaign. A careful study of timing is necessary in regard with all school community strategies and activities for career education if they are to bring about the understanding and support required for building and maintaining a first-rate career education system in the school.

Using multi-channeled communication sources to reach the community is a strategy with great promise. Creating a system which has a feedback loop will allow for the analysis of the community referred to earlier in this section of the module. This may be accomplished by such varied means as assigning each member of the Career Education Advisory Committee a certain area of the attendance district to canvass for responses to communications. Or to have the principal and/or vice-principal ask parents to host coffee hours to which school administrators would be invited. Once at the "coffee klatch" they would solicit feedback from the subpublics in attendance.

Effective recognition by the principal of his position in the community is an important analytic tool in developing a communication system. Likewise,

analysis of the relation of the school to other organizational activities in the community is an aid to communication. We have created three sociological type activities to assist in these analysis, and they are found in the activities section of this module. Planning goals for the community relations program is as important as goals for the curriculum or any other project in a school. Using a broadly based committee to articulate possible goals is a way to create a community relations program in itself. Once goals have been suggested, analyzed, and finalized, the principal and his staff must review techniques or strategies to implement the goals. Recognizing and employing closed loop, twoway feedback strategies is a productive method of assuring success in the community relations program. This module has several suggested techniques or strategies which will aid in achieving a positive community relation program. The school administrator may choose to use the following activities after a decision has been made to begin a major career education community relations program for one's school. These activities will serve as the foundation which will eventually lead to a presentation of the career education action plan for the community.

Activity 1

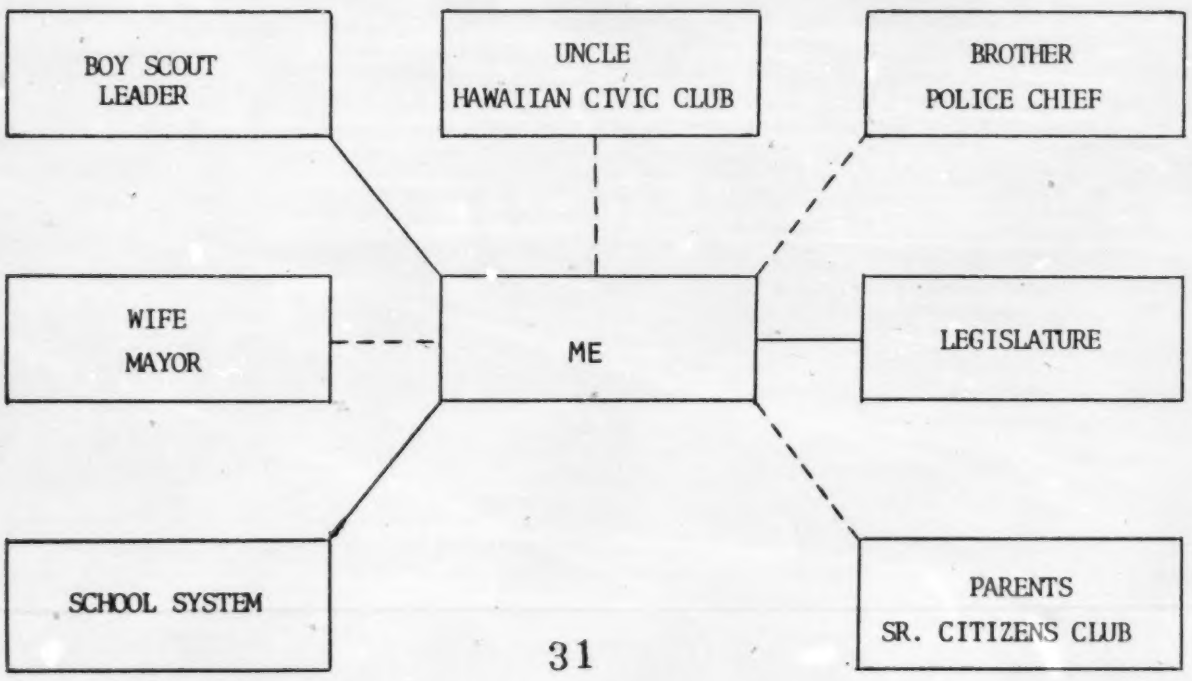
POWER MAP OF SELF

This exercise is to encourage one to look at their "place" in the community and any connections which may exist both official and unofficial. In career education terms, this is an excellent opportunity to see the relationship between the world of work and the school, as well as the interdependence of people and their occupational clusters.

Directions: Put yourself in the center of a sheet of newsprint. With a heavy line, attach yourself to those institutions and organizations with which you are directly associated; with a dotted line, connect yourself to those with which you have indirect and/or unofficial relations.

This exercise should be completed by each educator working alone prior to the first team meeting. At the first group session, everyone should bring their power maps to share with each other. If initially the administrator is working on this alone, the Power Map should help in indicating the resources available to him or her and perhaps aid in the direction in which the implementation of career education in the community could take place.

EXAMPLE: SCHOOL ADMINISTRATOR



Activity 2

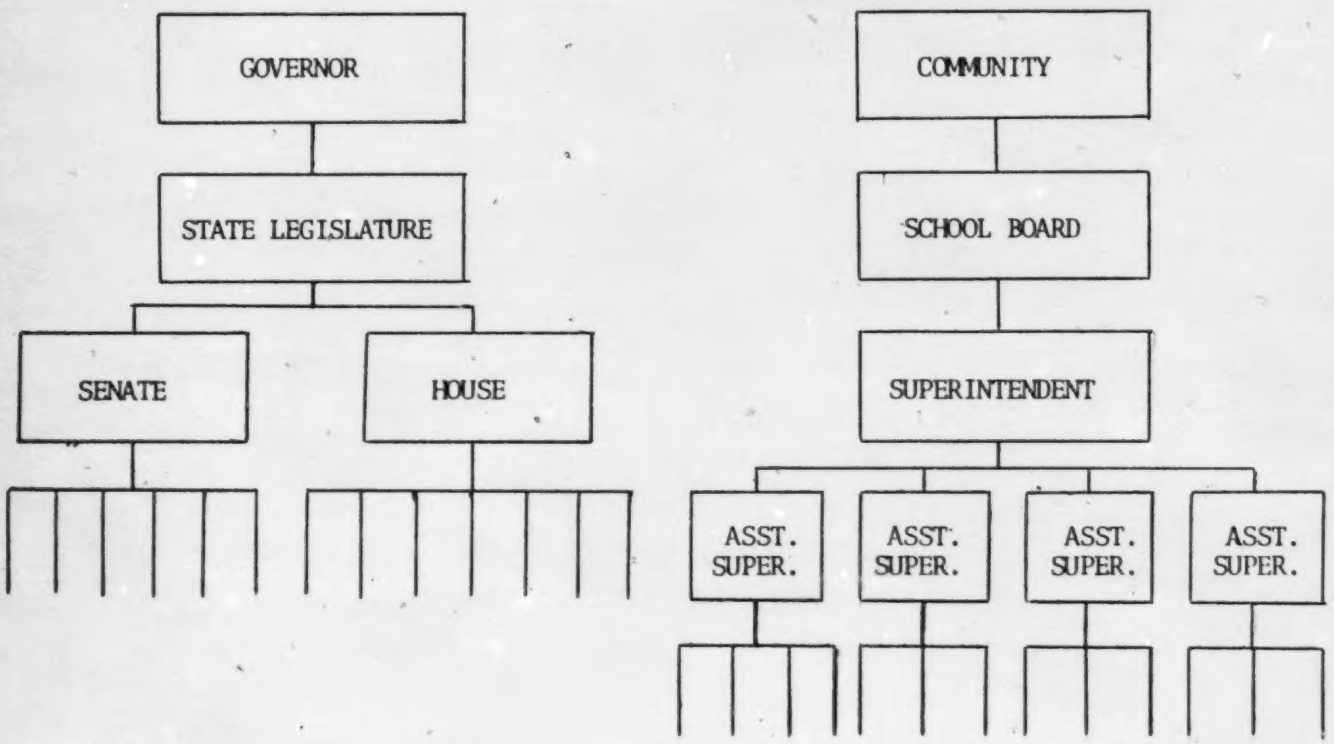
POWER MAP OF COMMUNITY

This exercise is a continuation of encouraging one to look at their "place" in the community by showing the organization of official organizations or the community. Included are the political and educational structures. This will help the administrator to look at and analyze the power structure in which the school exists.

Directions: On a sheet of newsprint show the organization of official organizations of your community. Include the political and educational structures.

This exercise should be done as a team approach for the best results. It should be completed before the first official team meeting. This Power Map should be brought along to the first session in addition to the Power Map of Self.

EXAMPLE:



Activity 3

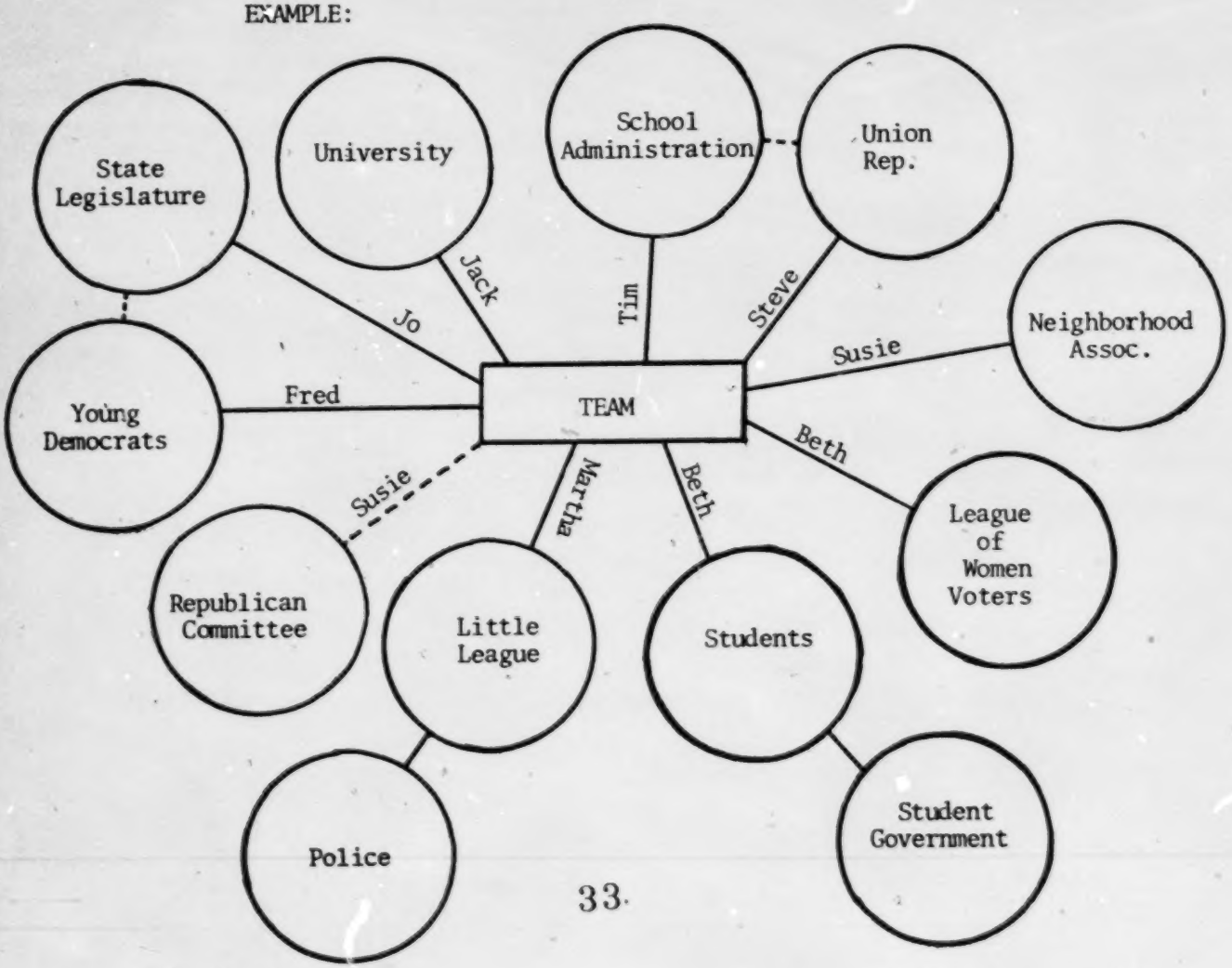
POWER MAP OF SCHOOL/COMMUNITY RELATIONSHIPS

This exercise will help people administering career education to see more clearly the position of the school team in the power structure of the community.

Directions: This time put the school team in the center of a sheet of newsprint. With heavy and dotted lines show the existing relationships between the school and the community organizations. Be sure to consider the larger community such as the county, the island you are on, the state, etc. Write names of school members on the lines to indicate who has the contacts.

This exercise should be completed by the team working together. It can also serve as an icebreaker and as a means for creating a common among the school team.

EXAMPLE:



Activity 4

DEFINING PROBLEMS OF YOUR COMMUNITY

Task: How does the school staff view community relations as a module in the implementation of career education.

Activity 5

DEVELOPMENT OF IMPLEMENTATION ACTION PLAN

The purpose of this activity is for you as an individual or as a group of administrators to identify strategies for bringing about implementation of career education by developing individual school action plans, identifying ways staff members and advisory committees can assist in the implementation of these plans.

The Task

1. Identifying the issues or concerns of implementing career education in the schools and the community. Only identify the issues; do not discuss, clarify or defend.

2. Brainstorm the major problems as perceived by the group.

3. After brainstorming the issues, identify possible alternatives for solving the issues and concerns.

4. In small groups (two principals and a community person to a group), identify possible strategies for bringing about the implementation of career education. Identify the desired outcome and strategy for obtaining.

5. With this information, each principal will devise an action plan for each area (desired outcome). This action plan will specify what is to be done, who will do it, the resources necessary, when it will be done, along with a tentative timeline of events.

6. In the last ten to fifteen minutes, the group will meet as a whole and discuss ways the resources from the people in the group can be used to assist principals in implementing the action plan for the implementation of career education in the schools and the community.

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